

Bangladesh Women's Association Daycare Centre

Bangladesh Womens Association, 497 Coventry Road, Small Heath, BIRMINGHAM, B10 0JS

Inspection date

9 December 2016

Previous inspection date

4 February 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Arrangements for staff supervision are not robust enough. Staff are not mentored and supported effectively enough to improve their knowledge and skills and to raise the quality of teaching.
- Not all staff have a clear enough understanding of how to plan and deliver activities that closely match individual children's learning needs. As a result, they do not build successfully on what children already know and can do.
- Staff do not give all parents enough information and support to help guide their children's learning at home.
- Systems of evaluation are not yet robust enough to identify key weaknesses in order to help improve the overall quality of practice.

It has the following strengths

- Staff provide a range of activities for children to explore. Toys and resources are arranged so children can make independent choices in their play.
- Children understand the importance of being kind and considerate to each other and of sharing and taking turns during play. Praise and encouragement from staff help children to feel secure and included.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

- | | Due Date |
|--|-----------------|
| <ul style="list-style-type: none"> ■ ensure methods for supervision are robust and offer support, coaching and training for all staff working with children, in order to improve their knowledge and skills and raise the quality of teaching to a consistently good standard | 28/02/2017 |
| <ul style="list-style-type: none"> ■ make sure all staff have a clear understanding of what children know, can do and need to learn next, and plan and deliver activities that accurately match their individual learning needs to improve outcomes for children. | 28/02/2017 |

To further improve the quality of the early years provision the provider should:

- give parents the information and support they need to successfully guide their children's learning at home
- develop a thorough process of evaluation to help identify key weaknesses and ways to improve the quality of practice and overall outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of all staff.
- The inspector completed a joint observation with the manager.
- The inspector spoke to children, staff and parents during the inspection and took account of their views.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and managers have not evaluated staff practices closely enough to ensure that teaching is of a consistently good standard. Staff's professional development is not sufficiently focused on developing the quality of their teaching. This means children are not supported well enough to make the best possible progress in their learning. The arrangements for safeguarding are effective. The manager regularly updates staff to build on their knowledge of changes in safeguarding practice. All staff understand their responsibilities in relation to child protection. Staff are vigilant and alert to potential signs that children may be at risk of harm. Daily checks of the environment are completed to help ensure that all potential hazards to children are minimised. Parents state that staff provide a welcoming environment and that their children are always keen to attend.

Quality of teaching, learning and assessment requires improvement

Staff do not always base their planning on what children need to learn next. As a result, on these occasions, staff fail to build effectively on children's learning. For instance, staff do not take account of two-year-old children's current abilities in counting when planning a number activity. The activity is too difficult for them and some children become disengaged and are not successful in extending their knowledge. That said, some staff do support learning effectively. For example, they help children develop their creativity and imagination skills. Children love playing with them in the role play area and pretend to cook meals. Children practise early writing skills and use different tools, such as pencils and paint, and they learn to recognise colours. Staff praise them, which helps to keep some children engaged for longer.

Personal development, behaviour and welfare require improvement

Weaknesses in teaching mean that children's personal development is not promoted as well as possible and they are not consistently making good progress. However, children are developing positive relationships with the staff and other children in the nursery. Staff gain information about children's care routines and their home life when they first start. Staff share some information with parents about the child's day at the nursery. However, parents are not fully supported to successfully guide their children's learning at home because staff do not give them enough information about how to do this. Children regularly walk to local parks and the library and benefit from fresh air and exercise.

Outcomes for children require improvement

Children are inquisitive and very eager to learn. However, staff do not always provide children with the help they need to achieve the progress that they are capable of. That said, children make some steady progress and overall they acquire the skills they need to adapt to the next stage of their learning or move on to school. They are developing confidence and positive friendships with other children.

Setting details

Unique reference number	EY427798
Local authority	Birmingham
Inspection number	1065691
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	10
Number of children on roll	10
Name of registered person	Bangladesh Women's Association (Midlands)
Registered person unique reference number	RP523051
Date of previous inspection	4 February 2013
Telephone number	0121 766 7990

Bangladesh Women's Association Daycare Centre registered in 2011. The nursery employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds level 2. The nursery opens from Monday to Friday during term time only. Sessions are from 8am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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